

**MEASURING VOCABULARY SIZE OF SIXTH SEMESTER
STUDENTS OF ENGLISH STUDY PROGRAM OF UNIVERSITAS
RIAU**

Sindi Yunika, Jismulatif, Masyhur

Email: sindi.yunika@student.unri.ac.id, faizjis@yahoo.co.id, masyhurr20@yahoo.com

Contact: 085364751792

*Student of English Language Education Department
Faculty of Teacher's Training and Education
Universitas Riau*

Abstract: *This research is a descriptive-quantitative research design which aimed to investigate the vocabulary size of English study program students of Universitas Riau. The subjects of the study were the sixth-semester students majoring in English study program of Universitas Riau. Forty sample students were chosen using proportionate stratified random sampling. Students vocabulary size was measured Using Vocabulary Size Test created by Nation P. in 2007. The findings of this study revealed that the students knew about 8,080 word families. This result showed that the participants had good vocabulary mastery. Based on nation 2006 the mean score of students of English study program of Universitas Riau in sixth-semester were able to read complicated English text. In other words, sixth-semester students of English study program of Universitas Riau already capable to read scientific paper and can start to write thesis for their final task.*

Key Words: *Vocabulary, Vocabulary Size Test, English Study Program.*

MENGUKUR VOCABULARY SIZE DARI MAHASISWA SEMESTER ENAM PROGRAM STUDY PENDIDIKAN BAHASA INGGRIS UNIVERSITAS RIAU

Sindi Yunika, Jismulatif, Masyhur

Email: sindi.yunika@student.unri.ac.id, faizjis@yahoo.co.id, masyhurr20@yahoo.com
Contact: 085364751792

*Student of English Language Education Department
Faculty of Teacher's Training and Education
Universitas Riau*

Abstrak: Penelitian deskriptif-kuantitatif ini bertujuan untuk mengetahui vocabulary size dari mahasiswa semester enam di program study pendidikan bahasa inggris Universitas Riau. Subjek penelitian ini adalah mahasiswa semester enam di program studi pendidikan bahasa inggris universitas riau. Empat puluh mahasiswa di pilih sebagai sampel menggunakan proportionate stratified random sampling. Vocabulary size mahasiswa di ukur menggunakan Vocabulary Size Test yang di buat oleh Nation P. pada tahun 2007. Hasil dari tes memperlihatkan bahwa vocabulary size yang dimiliki mahasiswa berkisa dalam 8,080 word-families. Hasil ini memperlihatkan bahwa mahasiswa yang berpartisipasi memiliki pemahaman vocabulary yang bagus. Berdasarkan pernyataan Nation P. tahun 2006 nilai rerata ini menunjukkan bahwa mahasiswa pendidikan bahasa inggris di universitas riau bisa membaca teks bahasa inggris dengan pembahasan yang rumit. Dalam artian mahasiswa semester enam di pendidikan bahasa inggris di Universitas riau telah mampu membaca hasil karya ilmiah dan memulai menulis skripsi mereka sebagai tugas akhir.

Kata Kunci: *Vocabulary, Vocabulary Size Test, Program Study Pendidikan Bahasa Inggris.*

INTRODUCTION

Vocabulary has a role in expressing what to say even with the wrong grammatical structure. Dewey J. in Bintz stated that vocabulary is an important element because a word is an instrument for thinking about what we mean and what we want to express. Aside from the means of communicating, having great vocabulary mastery is important to obtain academic achievement. Learning vocabulary also builds children's literacy skills and prepares them for their academic journey. A child with high vocabulary mastery will follow instructions from lecturers better, have a high self-confident in expressing themselves, and possess the ability to communicate effectively in a conversational setting.

Nation P. (2008) divided vocabulary into 4 categories namely high-frequency words, academic words, technical words, and low-frequency words. High-frequency words are vocabulary that appears in daily use of language conversation, Academic words are the vocabulary that mostly used in academic terms, and Technical words are special words that only shown in a specific type of study while, Low-frequency words are vocabulary that rarely appears in daily English language use even by the native.

Enriching vocabulary for EFL (English as Foreign Language) or ESL (English as a Second Language) is important. In English Study Program of Universitas Riau, students did not really pay attention to how important learning vocabulary is. Students do try to find out a meaning of a word but did not try to understand the meaning of that word. As results of this, when they doing a test or exam, they tend to open their dictionary repeatedly which consume more time in finishing the task or exam.

Even for students in sixth semester, many of them still depend on the use of dictionary and show how they did not understand the importance of vocabulary mastery. This condition concern writer and decide to investigate the students vocabulary size and see if they will be able to write their own thesis.

METHODOLOGY

Participants of the Research

The participants of this research were the sixth-semester students of English study program of Universitas Riau. The sample was selected by using proportionate stratified random sampling. The number of the sample is 40 students.

The Data Collecting Technique

To collect the data, Vocabulary Size test were used to know their vocabulary size to know how well they have mastering each of vocabulary use in written word form. The test was done in a class with 40 sample students in seat. The test is a multiple choices test with 4 stem in each question. Multiple choices are used because it's easy to score and avoid the ambiguous answer. With 140 items in the test students were given of forty minutes to do their best in the test.

The Data Analyzing Technique

This research used tests to collect data in order to find out the result of students' vocabulary size. To calculate the scores Microsoft Excel 2010 and SPSS 25.0 for windows was used.

Research Findings

Students Vocabulary Size

In order to find out the vocabulary size, students' correct answers are calculated using SPSS with Nation P VST formula. Based on the test result, the vocabulary size of sixth-semester students of English Study Program of Universitas Riau are classified into categories as presented in Table 4.2.

Table 4. 1 Students Vocabulary Size Group

| Level | Word Families | Number of Students |
|----------------|---------------|--------------------|
| High-frequency | 1000-2000 | - |
| Mid-frequency | 3000-9000 | 39 |
| Low-frequency | > 10,000 | 1 |

Table 4.2 shows 39 of students sample in English Study Program of Universitas Riau are classified into Mid-frequency level and 1 student in Low-frequency level and no student in High-frequency. The highest score is 10.100 word-families that include into low-frequency level and lowest score is 5.800 word families that include into mid-frequency level.

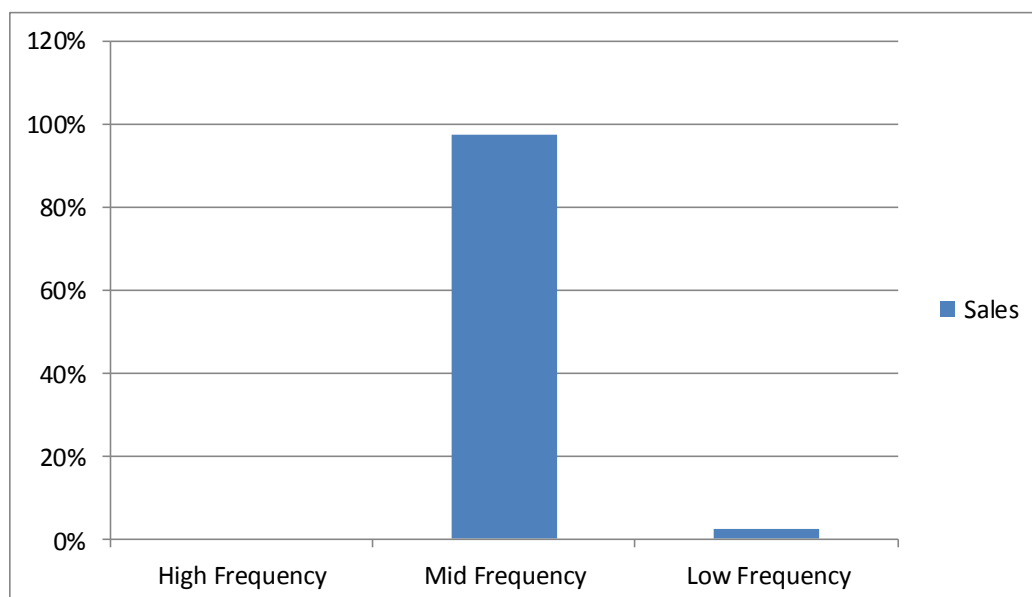


Chart 4. 2 Students Vocabulary Size Percentage

Mean Score

To know the means of individual score the writer used the following formula:

$$M = \frac{\sum fx}{N}$$
$$= \frac{323,200}{40} = 8,080$$

The mean score of students vocabulary size is 8,080 and it show that students in English Study Program of Universitas vocabulary are classified into Mid-frequency level.

Reliability Statistic

Reliability statistic score is important to know whether the vocabulary size test actually reliability in measuring the students vocabulary size. To know the reliability statistic score every right item were rate as one point and the wrong answer were rate as zero point. Every student score were recorded in Microsoft Excel and the data was analyzed using IBM SPSS ver.25.

Table 4.2 Reliability Statistic Score

| Reliability Statistics | | |
|------------------------|--|------------|
| Cronbach's Alpha | Cronbach's Alpha Based on Standardized Items | N of Items |
| .823 | .827 | 140 |

The result of the Cornbach Alpha can be seen in table 4.3 Realibility Statistic Score above. The table shows that the Cornbach Alpha of Vocabulary Size Test data result is 0.823 which is between 0.8 and 0.9 and considered as Good. This score mean that the Vocabulary Size Test that developed by Nation P. and Beglar D. (2007) is measuring what it need to measure.

Discussions

The vocabulary size test shows that 39 out of 40 students sample are categorized in mid-frequency level. Mid-frequency level means their vocabulary size is between 3000 to 9000 word-families. The Mid-frequency level of vocabulary size defined by Nation P. as the average amount of vocabulary size that being mastered by

ESL or EFL learners. The highest vocabulary size of sample in mid-frequency level is 9700 word-families and the lowest is 5300 word-families. One student is categorized in low-frequency level with score 10.100 word families. Low-frequency level of vocabulary size is consider as the highest vocabulary size level for ESL and EFL. The mean score for students' vocabulary size is 8.080 word-families. This mean score is categorized as Mid-frequency level.

The result of vocabulary size depended on how well they actually mastering vocabulary. There are factors affecting learner vocabulary mastering such as learner individual difference, social and situational factor, and the learner learning outcomes. Individual difference based on factors such as believe, attitude, motivation, and language learner experience. Social and situational factor depend on field of study, course study, class level, gender, and language learner environment. Learners learning outcomes also affect the vocabulary mastery such as language achievement, language proficiency, and vocabulary knowledge. Vocabulary size increase as how students believe vocabulary mastering is important in learning language.

CONCLUSIONS AND SUGGESTIONS

Conclusions

After conducting the research, the conclusion can be drawn as follows; The result of the vocabulary size test for students' in English Study Program of Universitas Riau, out of 40 students sample 39 of students were placed in mid-frequency level and 1 student in low-frequency level. This result shows most of students that taken as sample have vocabulary mastery around 3000 until 9000 word-families. This size of vocabulary means that they were already mastering 2000 of general word families based on British National Corpus and know the academic word families and technical word families.

One student categorized in Low-frequency level considered had mastered vocabulary as close into native speaker. Vocabulary in Low-frequency levels types are word-families vocabulary that used very rarely in daily live activity. It was categorized as low-frequency level word because it is not used in many occasions or it had a very hard word structure that people avoid to use the word. The fact a learner know even small amount of low-frequency word, mean that they were ready starting to learn the rarely used word.

Suggestions

Concerning the conclusion above, the writer suggests students to increase their vocabulary mastery even though the mean score of students are 8.080 but there were few students' scores bellow 6000 according to Nation (2006) a language learners need to at least master 6000 word families to understand a children's movies. Also for other researcher, writer would suggest to continue this research to find out how to increase students' vocabulary size, despite learning English for ninth years out of 40 students only one of them start to reach the low-level frequency word. Another suggestion is to continue this research to find out the different of vocabulary size in Universitas Riau

and other university in Riau and the reasons of it differences. Finally, hopefully this research can give a new inspiration to the next researcher.

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